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ABSTRACT

This teacher's manual presents lesson plans and recipes designed for use with preschool children, discusses the need for early nutrition education, and offers suggestions for conducting cooking activities in the classroom. Specific ideas are provided to involve handicapped children in cooking experiences. Nutrition education in the preschool is emphasized as a good way to help children form good food habits and healthy attitudes toward different kinds of foods early in life. Preferred locations for the cooking center in the preschool as well as suggestions about necessary furniture, equipment, and utensils are given. A list of children's books that can be related to cooking experiences is included. Nine illustrated recipes are provided, including recipes for chili, succotash, and Chinese egg drop soup. Each recipe lists ingredients, materials, procedure, and preparatory tasks for the teacher. Lesson plans accompany each recipe include: (1) basic developmental concepts involved (e.g., counting and measuring, fine motor coordination); (2) lists of words and phrases to use during preparation (e.g., ingredient); (3) ways to introduce and prepare the recipes; (4) suggested expansion activities (e.g., discovering the sources and uses of heat); and (5) forms for evaluating each cooking experience. (BRT)

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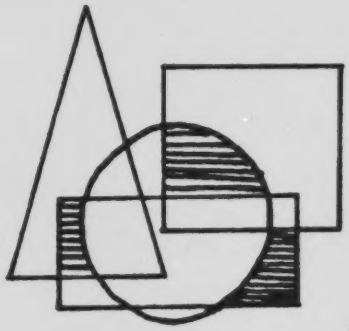
# THE CLASSROOM CHEFS

## A CHILDREN'S PICTURE COOKBOOK FOR NUTRITION EDUCATION

University of South Alabama
Head Start State Training Office
250 Bay Front Drive
Mobile, Alabama 36615

PS 008234



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# THE CLASSROOM CHEFS

## Teachers Manual

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## CONTRIBUTERS

WRITERS:

Margaret Minter, Researcher and Media Specialist

Beth Smallwood, Coordinator of Services to the Handicapped

Basilica Tan, Education Coordinator

Zemula Woods, Head Start State Training Officer and Director of Child Development Training and Demonstration Center

ART WORK:

Alexander Moore, Materials Production Specialist

DEVELOPMENT:

Cordelia Betts, Food Service Manager

Cynthia Ward, Assistant Researcher

TECHNICAL ASSISTANCE:

Gloria Grove

Dorothy Lackeos

John Anderson

EDITING ASSISTANCE:

Dr. David M. Bjork, Professor of Education



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The Staff of the Alabama Head
Start State Training Office and
Child Development Training and
Demonstration Center



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PART I

## INTRODUCTION

The Classroom Chefs cookbook consists of this teacher's manual and a large flipchart of nine picture recipes. Each recipe is designed for use by groups of four children in the preschool classroom. The recipes are designed to be largely child-directed, with a minimum of help from the teacher. Although it is not essential to follow the recipes in sequence, the recipes are arranged from simple to complex. Should the teacher decide to use them out of sequence, or with new groups of children, she should be sure that the children have the necessary pre-skills before beginning a recipe.

This manual includes the need for nutrition education, how to conduct cooking activities in the classroom and instructions and suggestions for using the cookbook.

Throughout the manual specific attention has been paid to the handicapped child in the normal classroom setting and how to make him an integral part of the cooking experience.

Although the cookbook is designed specifically for Head Start children, it can be used in all preschool and early elementary classrooms to enrich and add rewarding experiences to every curriculum.



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## NEED FOR NUTRITION EDUCATION

In recent years nutrition has become a major issue in American society, not only because of the estimated twenty-six (26) million Americans living below poverty lines, but also because of the diets of all Americans. Undernourishment has been shown to affect body size, capacity and learning behavior. Many experts in the field of health believe that nutrition is the most vital factor affecting a child's postnatal growth and development.

There are several important ways in which lack of good nutrition can affect a child's intellectual development. The child loses learning time because of ill-health or hunger, he can experience personality changes, and poor nutrition can interfere with critical periods of development.

Poor eating habits and undernourishment are not confined to any one income level. The increasing trend toward "snack foods" and unwise eating habits in the past ten years has led to serious concern by nutritionists and those in the health professions who cry for a turn toward better nutrition education.

People from all income levels eat the wrong foods -- too much meat, eggs, fat, salt, sugar, coffee and alcohol. They also increasingly prefer snack foods to regular meals. Many convenience foods contain less nutrients and more additives that do not give the proper balanced diet. And it is these foods which pointedly

advertise to children. Television programs aimed at children often predominantly advertise sugared cereals, candy, snack foods and sugared drinks. There are very few advertisements directed toward children for fruits, vegetables and other nutritional foods.

Children's food preferences and the basis for food habits are formed at the preschool age. The influence of the home and the preschool setting determine the child's attitudes toward food, and these attitudes will not change drastically throughout his entire life.

Head Start guidelines emphasize nutrition education for children and parents and suggest using both the feeding program and food preparation in the classroom as means for helping the child to form good food habits and healthy attitudes toward food early in life.

Ordinarily, the preschool child is not taught many of the nutrition concepts, i.e., the effects of poor nutrition or the digestive process. These concepts are generally covered during the elementary and high school years. However, there are some nutrition concepts which can be stressed at any age. These include:

FOOD IS GOOD

THERE ARE MANY DIFFERENT KINDS OF FOOD

EATING GOOD FOOD IS FUN

FOOD IS NECESSARY FOR GOOD HEALTH

Cooking experiences in the classroom can also lead to many rewarding outcomes for a child, not only in nutrition education, but in a variety of important skills necessary in the development of the young child. Reading readiness, beginning math concepts, problem solving, and small and large muscle development are just a few of the skills that can be emphasized in the lesson plans accompanying the recipes of a preschool cookbook.

Children will watch television. They will be influenced by advertising. Elementary school nutrition programs are too late to change ideas that have been ingrained into children by television for six years. Therefore, a good nutrition program at the preschool level is essential in helping to change food habits of the future. And since the influence of a good preschool extends beyond the classroom, the nutrition concepts gained by the children will hopefully help to influence their families toward better eating habits.

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## NUTRITION AND THE HANDICAPPED

Handicapped children have the same nutrient needs as normal children. Unfortunately, the handicapped child does not often have the opportunity for the same experiences as his "normal" peers. Public Law 92-424, the Economic Opportunity Amendments of 1972, requires the Office of Child Development and Head Start to provide handicapped children with the opportunities to be in a developmental environment with children of the same age who are not handicapped. The basic premise of the Handicap Mandate is that all children need to understand, appreciate and accept others. Every child brings to a learning situation unique strengths and limitations.

> All children in Head Start are "special" and program services should be individualized to provide each child's special needs. [1]

In order to focus on special needs one must start with the normal child. Without a strong program for normal children one cannot serve the handicapped child. Jenny Klein has observed:

> When you're working with a handicapped child, it is important to think of him first of all as a child, more like other children than different. [2]

Very little published research is available in the areas of nutrition in relation to the preschool handicapped child. However, the studies that have been published indicate that good nutrition is essential for all children. One study warns:

> The malnourished handicapped failing child may develop a very poor self-image that handicaps him still further. [3]

In planning a good nutrition education program for handicapped children one can only offer general suggestions. There is no guarantee that these suggestions will work with every child, whether he is "handicapped" or "normal". No two children will react to a curriculum, disability, or learning activity in the same way.

PART II

## COOKING IN THE CLASSROOM

### BASIC NUTRITION FOR PRESCHOOLER

Head Start Performance Standards state (1304.3-9) under nutrition objectives:

> The objectives of the nutrition part of the health services component of the Head Start Program are to: Help child and family to understand the relationship of nutrition to health, factors which influence food practices, variety of ways to provide for nutritional needs and to apply this knowledge in the development of sound food habits even after leaving the Head Start Program. [4]

Preschool children can learn some very basic ideas about food which will help them to establish good eating habits which will stay with them throughout life.

Concepts which can be explained:

1. Food is good.
2. Food is good for you.
3. All living things must have food to grow.
4. Food gives us energy to work and play.
5. There are many different kinds of food from many different sources.

Preschoolers can learn about the four (4) basic food groups:

1. Vegetable/Fruit Group
2. Milk Group
3. Protein Group
4. Bread/Cereal Group



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Along with actual cooking experiences, the children can participate in menu formation and shopping trips. Field trips to dairies, bakeries and farms are opportunities for re-emphasizing concepts related to good nutrition.

During mealtimes children should be encouraged to discuss what they are eating. The teacher will find that this is the ideal time to discuss the four food groups and the values of good nutrition. While never being forced to eat, children should always be encouraged to taste everything. The teacher will find that when the children have cooked part of the meal, they will eat more of it.

## REFERENCES

1. Lapides, Joseph. Exceptional Children in Head Start: Characteristics of preschool ha dicapped children. College Park, Maryland: Regional Resource Training Center (no date).

2. When Handicapped Children Join Regular Classrooms. ERIC/ECE Newsletter. Volume 7/Number 1, June 1975.

3. Byrd, Oliver E. and Byrd, Thomas R. Medical Readings on Nutrition. Boyd and Fraser Publishing Company, 1971.

4. Head Start Performance Standards, April 15, 1974.

SETTING UP A COOKING CORNER

1. Determine the location

Factors to consider when deciding where to locate the cooking corner in your classroom

a. Area with running water nearby

b. Area without carpeting

c. Area near kitchen

If the area is to be a temporary one rather than permanent, consider using the housekeeping corner or art area. These two areas can most readily be converted temporarily for each cooking experience. Be sure there is plenty of comfortable working space for each child involved in the experience.

If physically handicapped children are to be involved in the activity, an important consideration in planning the location is that these children be able to get to the activity. Care must be taken to see that passageways are wide enough for wheelchairs to pass through, floor coverings must be non-slippable as some children have crutches and/or poor coordination. As some children are easily distracted, it would be helpful to have the cooking experience in an area of minimum distractibility.

2. Determine furniture, equipment and utensils

a. Furniture

A table and chairs are essential. If possible, it is nice to have a small refrigerator also. The furniture should be child-sized and consideration must be made to include any physically handicapped children.

b. Equipment and Utensils necessary for this cookbook

(Equipment must be accessible to children who are immobile or who have trouble moving.)

Hot plate and portable electric oven or

Electric or gas stove

A variety of saucepans with lids (preferably with handles that do not conduct heat)

Large Dutch oven

Skillet or electric frying pan

Mixing bowls (weighted bowls may help children with poor coordination)

Large stirring spoons, preferably wooden (children with difficulty in controlling their movements may benefit from weighted spoons or spoons with special handles)

Sifter

Large baking pan

Spatulas

Measuring cups

Measuring spoons

Paring knife

Hot pads

Timer

Can opener

Nut cracker

Cutting board

Juicer

Paper towels

Sponges

Saucers

Small spoons

Forks

Small bowls

c. Other suggested equipment and utensils:

Corn popper

Egg beater

Rolling pin

Cake pans

Cookie sheets

Cookie cutters

Long handled forks

Grater

Vegetable peeler

Rubber scrapers

Ice Cream freezer

Colander

Vegetable brush

Wax paper

Tin foil

Pie pan

Muffin pan

Weighted spoons or spoons with special handles for children with difficulty controlling their movements

TIPS FOR COOKING WITH CHILDREN

1. Plan pre-activities which will prepare the children for the experience. (i.e., Read the story "Birthday Soup" before preparing soup, or take a trip to the grocery store to buy the ingredients.)

2. Always be familiar with all the steps of the recipe before beginning.

3. Always have the proper ingredients assembled and ready.

4. Be sure that you have discussed important safety factors with the children before they begin the recipe.

5. Know the objectives planned for the experience, but be flexible enough to include ideas which develop as the children prepare the recipe.

6. Be sure that everyone in the cooking group has a chance to smell, feel and, if possible, taste the ingredients before they start cooking.

7. Encourage the children to talk about the experience and sensations as the experience progresses.

8. Be sure that each person in the cooking group gets to taste the finished product.

9. Each child involved should share in the clean-up activity.

10. Remember that the preparation is the learning experience, so relax and enjoy the activity without worrying about the finished product.

11. Plan a follow-up experience relating to the cooking activity. Be alert for ideas which arise during the preparation of the recipe.

12. With vision-impaired children, provide experiences which emphasize their senses of touch, taste, hearing, and smell. You may need to proceed slowly with these children remembering the experience could be a little frightening for them as they cannot see what is happening.

13. Hearing-impaired and deaf children can participate in the cooking activities as these experiences capitalize on their senses of smell, taste, sight, and touch.

14. Many retarded children need to be shown as well as told how to do tasks. They need to have tasks broken down into simplified, short steps which are repeated and which are designed to insure success. Learning situations can be the same as for normal children so long as the teacher is aware that the retarded child may have trouble following a multi-step direction; may have a short attention span; may have poor motor and eye-hand coordination; and may not be able to reach as high a level objective as his normal peer.

15. Like retarded children, many learning disabled children have poor eye-hand coordination; poor memories; poor visual, auditory, and kinesthetic discrimination; and poor self-images. They, too, must be provided learning experiences which allow them to use all their senses, which provide repetition, which present small steps at the appropriate developmental level, and which reduce the amount of distractions.

SAFETY IN COOKING WITH CHILDREN

1. Cooking with preschoolers should always be done in small groups.

2. Discuss heat with the children. Provide plenty of pot holders and talk about the handles of pots and pans as well as the hot plate or stove burner. Whenever possible use pans with handles that do not conduct heat. Be sure that all pot handles are turned away from the activity area. The children should be taught that things which are hot do not always look hot. Explain to them that they need to watch out for hot liquids or solids that might spill or splatter on them.

3. Remind the children of the importance of cleanliness in cooking. They should wash hands before the experience, wipe up spills immediately, and clean the cooking area when the preparation is finished.

4. If the children are to participate in paring, cutting or chopping activities, they should be taught how to hold and use knives correctly. They should always be monitored very carefully while participating in this type of experience.

5. In selecting the cooking area care should be taken to minimize slippery floors as some children may be on crutches or have poor coordination.

6. Provide child-sized equipment as much as possible to prevent falls from children standing upon chairs, reaching up to hot burner, etc.

7. Be careful in storing perishable foods lest they spoil.

BOOKS TO COORDINATE WITH COOKING EXPERIENCES

Children's story books that can be related to cooking experiences include:

Bread Making

Deulin, Wende and Harry, Cranberry Thanksgiving. Parent's Magazine, c1971.
Maggie and her grandmother invite guests for Thanksgiving dinner and grandma's recipe for cranberry bread almost gets stolen. Recipe printed on the back of the book.

Huldswarth, William Curtis, The Little Red Hen. Farrar, 1969.
The story of Little Red Hen growing the wheat and making bread.

Cake Baking

Janice, Little Bear Learns to Read the Cookbook. Lothrop, Lee & Shepard, Inc., 1959.
Little Bear learns to read so that he can bake a chocolate cake.

Lindman, Maj., Flicka, Ricka, Dicka Bake a Cake. Albert Whitman and Company, 1955.
Three little girls make a birthday cake for their mother.

Fruits and Vegetables

Aliki, The Story of Johnny Appleseed. Prentice-Hall, Inc., 1963.
Retelling of the classic story of the planters of appletrees.

Berg, Jean Horton, The Little Red Hen. Fallot Publishing Company, 1963.
In this retelling of a classic tale, the Little Red Hen grows, cuts, shells, cooks, and eats corn.

Calhoun, Mary, Hungry Leprechaun. Morrow, 1962.
The story of how potatoes came to Ireland.

Curry, Nancy, Apple is Red. Bowmar, c1967.
Three little boys discover the changes that can occur in apples, oranges, grapes and other fruits.

Krauss, Ruth, The Carrot Seed. Harper and Row, 1945.
A little boy plants a carrot seed. No one believes it will grow, but he has faith. Very simple story.

Poulet, Virginia, Blue Bug's Vegetable Garden. Children's Press, c1973.
Blue Bug gives simple concepts about vegetables and how they grow. Very good illustrations.

Speer, Bonnie Stahlman, Errat's Garden. Henry Regnery Company, 1969.
A little boy grows a radish garden in the city.

Pancake Making

Janice, Little Bear's Pancake Party. Lothrop, Lee & Shepard, 1960.
Little Bear learns to make pancakes from the recipe.

Syrup Making

Watson, Nancy Dingman, Sugar on Snow. Viking, 1964.
Making maple syrup. A group of children hope for snow in order to have a Sugar-On-Snow party for Cammie's birthday.

Miscellaneous

Black, Irma Simonton, Is This My Dinner? Albert Whitman and Company, c1972.
Cute pictures. Tells what animals and people eat.

Green, Mary McBurney, Everybody Eats. Young Scott Book, c1961.
Foods that various animals and people eat.

Hoban, Russell, Bread and Jam for Frances. Harper and Row, 1964.
The story of a little bear who learns that the same food eaten all of the time is no fun. Makes all kinds of food sound very interesting.

PART III

## THE CLASSROOM CHEFS COOKBOOK

The Classroom Chefs is designed for two purposes:

1. To provide a cooking experience for the child through the actual preparation of the recipe in the flipchart.
2. To provide the child with a learning experience in a particular concept developed through the lesson plan.

The teacher may choose to follow both purposes, or she may choose to develop only number 1. The important thing to always remember in cooking with children is that the actual experience of preparing the recipe is the most important part of the experience. The outcome is less important than the experience itself.

Probably the most positive aspect of the cookbook is its ability to help all children build a good self-image. The creative aspect of cooking lends itself to the building of self-confidence and the desire to reach out for new experiences. This fact alone, even without the added benefits in nutrition education and learning experiences, helps to make the idea of cooking in the classroom a positive plus for every child.

For each of the illustrated flipchart recipes you will find in this manual a copy of the written recipe, a black and white illustrated recipe, a detailed lesson plan, and an evaluation form.



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THE FLIPCHART RECIPES

The flipchart pictorial format used in The Classroom Chefs is designed to be easily interpreted and followed by the preschool child with a minimum of help from the teacher. The picture format is used to provide the young child who does not yet read an experience in which he can be successful on his own. At the same time he is developing many pre-reading skills as he follows the picture steps in the recipe. All handicapped children, except the totally blind, can participate in the cooking experiences with a minimum of teacher assistance.

The recipes should be prepared by a group of four children. This small group format is appropriate for the developmental level of this age child and is essential to insuring that each child be integrated fully into the experience.

The teacher should act only as a guide during the actual preparation. She should encourage the children to "read" the pictures and follow the recipe to its completion. As there is a minimum of spoken instructions, the cookbook is ideal for use with deaf and hearing impaired children. No verbal response is necessary to prepare the recipe so speech-impaired children can participate freely. No recipe has more than six steps, making it easier for slow learners and retarded children to participate. A primary consideration in planning activities for the handicapped is an awareness of the developmental level of preschool children.

This cookbook is not an attempt to diagnose nutritional needs of children; it is a learning tool to help lay the ground work for good nutritional habits and a teaching instrument for a variety of concepts. Each teacher using the cookbook will be aware of the needs of her children and can modify the classroom experiences accordingly. It is not the attempt of this manual to provide nutritional experiences for deaf children, or for visually impaired children, or for other categories of handicapped children. Instead, it is to provide activities for any child, whatever his special need.

To know that a particular child is blind, or deaf, or speech impaired, or crippled does not tell the teacher what his developmental level is or what skills he possesses. Too often in the past teachers have reacted to labels of handicapping conditions rather than to the children themselves. Although the needs of children of certain handicapping conditions have been considered in the preparation of this cookbook, the authors hope that this will be a manual of cooking experiences for children.

THE WRITTEN RECIPE

Each written recipe contains four parts:

I Ingredients

II Materials

III Procedure

IV Teacher Preparation

It is important that the teacher read each part very carefully before the children are assembled for the actual preparation. The children will not be able to follow the recipe unless the ingredients are assembled and ready. It can be predicted that the teacher who has read through the entire procedure prior to instruction can be more assured of a successful experience with and for the children.

The recipes are not all original. They come from a variety of sources. All have been field tested in a preschool classroom of handicapped and normal children. Certain criteria have been used in selecting each recipe for inclusion in the cookbook:

1. The recipe must be able to be represented pictorially.
2. The ingredients must be as inexpensive as possible.
3. The ingredients must be readily available in either fresh, canned or frozen foods.
4. The recipes must be nutritious and represent the four basic food groups.
5. The recipes must be able to be represented without brand names.

6. The recipe must have a maximum of six steps and must be able to be followed by a child with a minimum of help from the teacher.
7. The recipes should represent regions and cultures of the United States.
8. The recipes should represent various courses and meals; i.e., meats, desserts, vegetables, salads, breakfast foods, snacks, lunches, etc.
9. The recipes should be able to be eaten by the children within one hour after preparation.

These criteria may help the teacher in selecting other recipes to try with her class in the same format. You do not have to be an artist to draw a picture recipe.

The recipes are arranged from 1 through 9, from the most simple to the more complex. The teacher working with children who have not had experience in cooking will probably find it easier to begin with one of the first recipes on the flipchart. More advanced children should be encouraged to participate in some of the steps listed under Teacher Preparation.

BLACK AND WHITE ILLUSTRATIONS OF RECIPES

In simply preparing for the actual experience, the teacher does not need to carry around the large colored flipchart. She can refer to the black and white illustration of the recipe which is contained in this manual.

LESSON PLANS

Each lesson plan emphasizes one basic concept important to the development of the preschool child:

1. Bunny Salad - Matching Pictures and Objects
2. Succotash - Temperature
3. Baked Fish - Time
4. Bananas Baked in Orange Juice - Nutrition
5. Okra and Tomatoes - Color
6. Pioneer Eggs - Cultural Awareness and Understanding
7. Chinese Egg Drop Soup - Counting and Measuring
8. Chili - Language Development
9. Southern French Toast - Fine Motor Coordination

These are not the only concepts which can be developed from a particular recipe. Each concept can be applied to all the cooking experiences. THE LESSON PLANS ARE ONLY GUIDES. The teacher should not memorize the lesson plan or try to follow it exclusively. The children will have many ideas and concepts which may lead the teacher to new directions during the actual preparation. The key word is FLEXIBILITY. Be open for ideas from the children.

Each lesson plan consists of the following sub-headings:

I OBJECTIVE:

Indicates what knowledge and skills the child can be expected to accomplish or become aware of as a result of the lesson.

II CONCEPT:

Explains the purpose of the recipe. Some teachers may use a cooking experience to introduce a concept for the first time; another may wish to reinforce some previous knowledge; still another teacher may use the cooking experience as a culminating activity to concepts or a unit previously introduced.

III VOCABULARY:

A suggested list of words and phrases to introduce to the children during the preparation.

IV APPROACH:

This section includes two parts: (1) Introducing the recipe to the children; and, (2) the actual preparation of the recipe.

V SUGGESTED EXPANSION ACTIVITIES:

These are related areas that may be developed before, during, or after the preparation. How many or few will be developed can only be determined by the individual teacher.

VI EVALUATION FORM:

The evaluation form will be used by the teacher to assess the cooking experience and by the Alabama State Training Office to determine the effectiveness of the cookbook.

# BUNNY SALAD RECIPE

## I INGREDIENTS:

4 lettuce leaves
4 pear halves
4 teaspoons cottage cheese
4 maraschino cherries
8 small strips cheese
8 pecan halves
8 seedless raisins

## II MATERIALS:

4 saucers
1 teaspoon

## III PROCEDURE:

1. Place lettuce leaf on saucer.
2. Place half of pear on lettuce leaf.
3. Take one teaspoon cottage cheese.
4. Place cottage cheese at base of large end of pear for tail.
5. Use two pecans to make ears, two raisins for eyes, one cherry for nose and two cheese strips for whiskers.

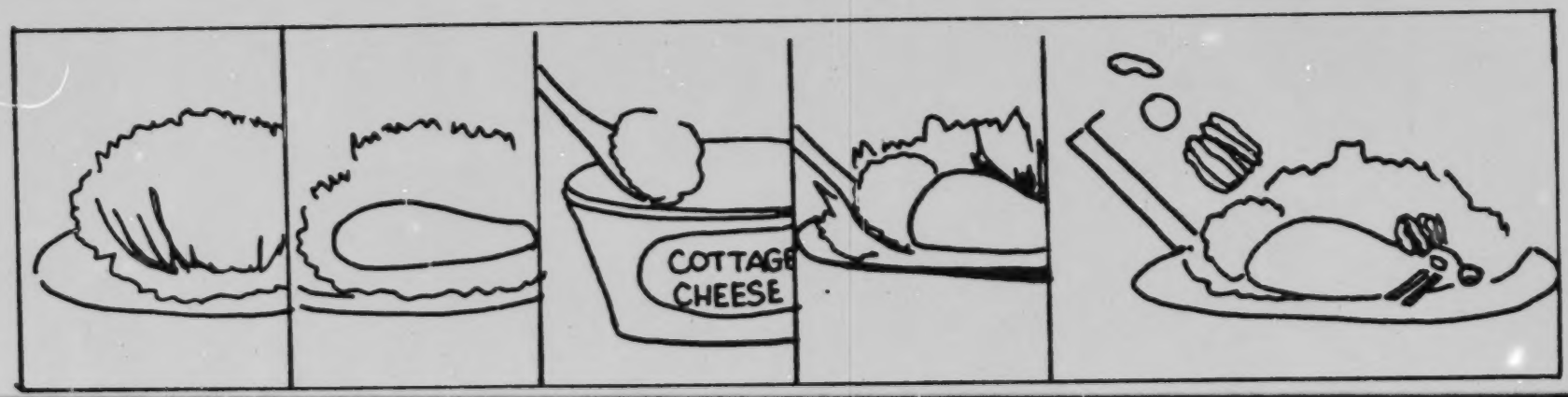
## IV TEACHER PREPARATION:

1. Wash and separate lettuce leaves.
2. Open can of pears and drain liquid.
3. Remove top from carton of cottage cheese.
4. Remove top from jar of cherries.
5. Open box of raisins.
6. Cut cheese slices into 8¼ strips.
7. Shell pecans.
8. Assemble all materials and ingredients (including 4 saucers, 1 teaspoon) in the center of table.

# BUNNY SALAD

MATERIALS

PROCEDURE

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# BUNNY SALAD LESSON PLAN

I OBJECTIVE:

To provide a learning experience for children that will develop the child's ability to recognize items illustrated in the picture recipe and to match these items with the corresponding ingredients on the table.

II CONCEPT:

Matching pictures with objects.

This type of experience will enhance a child's ability to visually discriminate objects or pictures by finding out similarities and differences in them.

The whole experience then can provide enrichment in children's ability to discriminate color, shape, pattern, dimension and number of objects illustrated in the picture recipe and to associate these with the actual ingredients and materials.

III VOCABULARY:

1. Salad
2. Bland
3. Cottage Cheese
4. Cheese

IV APPROACH:

1. Show picture to children. "Today, we are going to make a salad. Do you know what a salad is?" (A dish of meat, vegetables, fruits, or a combination of either two served with a dressing or cream). "We will call our salad 'Bunny Salad' because after making it, it will look like a bunny rabbit."

2. Children identify items illustrated in picture recipe. Ask each child to identify items. "What do you find in the picture?" (Lettuce, pears, pecans, cottage cheese, a jar of cherries, cheese, raisins, saucers and teaspoon.)

3. Children match items illustrated in picture recipe with the corresponding ingredients on the table. "Let's find out if you can match the things you saw in the picture recipe with the actual ingredients and materials we have on the table. What is the first item in the picture recipe again? (Lettuce) Where is the lettuce on the table? (Ask a child to answer) What is the next item in the picture? (Pears) Can anybody tell me where the pears are on the table?" Continue the activity of asking each child to identify and match objects in picture recipe with the corresponding ingredients and materials on table until all items are identified and matched.

4. Children prepare Bunny Salad. "We are now ready to make our Bunny Salad. I will give each one of you a saucer. We will look at the picture recipe again to find out how we can make our Bunny Salad." Let children verbalize the procedure of making the salad illustrated in the picture recipe and follow the illustration step by step.

   Frame 1: Lettuce leaf on saucer

   Frame 2: Pear half on lettuce leaf

   Frame 3: Dip teaspoon in cottage cheese

   Frame 4: Place cottage cheese at base of pear half

   Frame 5: Place two pecans to make ears; two raisins for eyes; one cherry for nose; and two cheese strips to make whiskers.

5. Children taste Bunny Salad. In the tasting party, discuss with the children the characteristics of each ingredient.

| | | | |
|---|---|---|---|
| a. | Lettuce | - | vegetable, fresh |
| | taste | - | crisp, crunchy |
| | color | - | green, light green |
| | smell | - | |
| | texture | - | |
| b. | Pears | - | fruit, canned (cooked) |
| | taste | - | soft |
| | color | - | white |
| | smell | - | sweet |
| | texture | - | |
| c. | Cottage Cheese | - | came from milk |
| | taste | - | soft, mushy, bland |
| | color | - | white |
| | smell | - | |
| | texture | - | wet, lumpy |

| | | | |
|---|---|---|---|
| d. | Cheese | - | came from milk |
| | taste | - | semi-sweet |
| | color | - | yellow |
| | smell | - | |
| | texture | - | dry, semi-hard |
| e. | Cherries | - | fruit |
| | taste | - | sweet |
| | color | - | red |
| | smell | - | sweet |
| | texture | - | |
| f. | Raisins | - | dried fruit, came from grapes |
| | taste | - | sweer, cherry |
| | color | - | black, dark brown |
| | smell | - | |
| | texture | - | wrinkled |
| g. | Pecans | - | nuts |
| | taste | - | crunchy |
| | color | - | brown |
| | smell | - | |
| | texture | | |

V SUGGESTED EXPANSION ACTIVITIES:

1. How cottage cheese is made.
2. How cheese is made.
3. How grapes are changed into raisins.
4. Ways of preserving pears and cherries.
5. Why do people preserve foods?
6. How to grow lettuce.
7. Study on various kinds of nuts.
8. Tasting party comparing the characteristics of fresh and cooked ingredients of Bunny Salad (Lettuce, pear, cherry, pecan and raisins).
9. Easter.

## EVALUATION FORM

Please answer each question and return this form to:

Alabama Head Start State Training Office
University of South Alabama
250 Bay Front Drive
Mobile, Alabama 36615

Thank you for your help.

**********

1. WHICH RECIPE DID YOU USE?

2. DATE LESSON PLAN WAS IMPLEMENTED.

3. HOW MANY CHILDREN WERE IN THE GROUP PREPARING THE RECIPE?

4. DID YOU FOLLOW THE LESSON PLAN? IF NOT, HOW WAS THE PLAN MODIFIED?
   YES _____ NO _____

5. DID YOU FIND THE LESSON PLAN EASY TO FOLLOW? YES _____ NO _____

6. WERE THE CHILDREN ABLE TO FOLLOW THE PICTURES ON THE RECIPE CHART?
   YES _____ NO _____ IF NOT, PLEASE SPECIFY PROBLEM.

7. HOW LONG DID THE CHILDREN TAKE TO PREPARE THE ACTUAL RECIPE?

8. IF YOU DID THE LESSON AGAIN, WHAT CHANGES WOULD YOU MAKE?

9. DID ANY HANDICAPPED CHILDREN PARTICIPATE IN THE ACTUAL PREPARATION OF THE RECIPE? YES_____NO_____

10. WHAT PROBLEMS, IF ANY, WERE ENCOUNTERED BY THE HANDICAPPED CHILD?

11. ARE THERE ANY CHILDREN IN YOUR CLASSROOM WHO CANNOT PREPARE THE RECIPES? IF SO, WHY NOT? YES_____NO_____

12. DID YOU FIND THIS EXPERIENCE VALUABLE FOR THE CHILDREN? YES_____NO_____

13. ARE YOU LOOKING FORWARD TO TRYING OTHER RECIPES WITH THE CHILDREN? YES_____NO_____

14. COMMENTS:

# SUCCOTASH RECIPE

I INGREDIENTS:

1 can whole kernel corn (opened)
1 can lima beans (opened)
4 tablespoons butter
1 teaspoon iodized salt

II MATERIALS:

measuring spoon
1 saucepan
1 mixing spoon
hot plate
hot pad
* 4 saucers and 4 forks if children are going to eat Succotash immediately after preparing it.

III PROCEDURE:

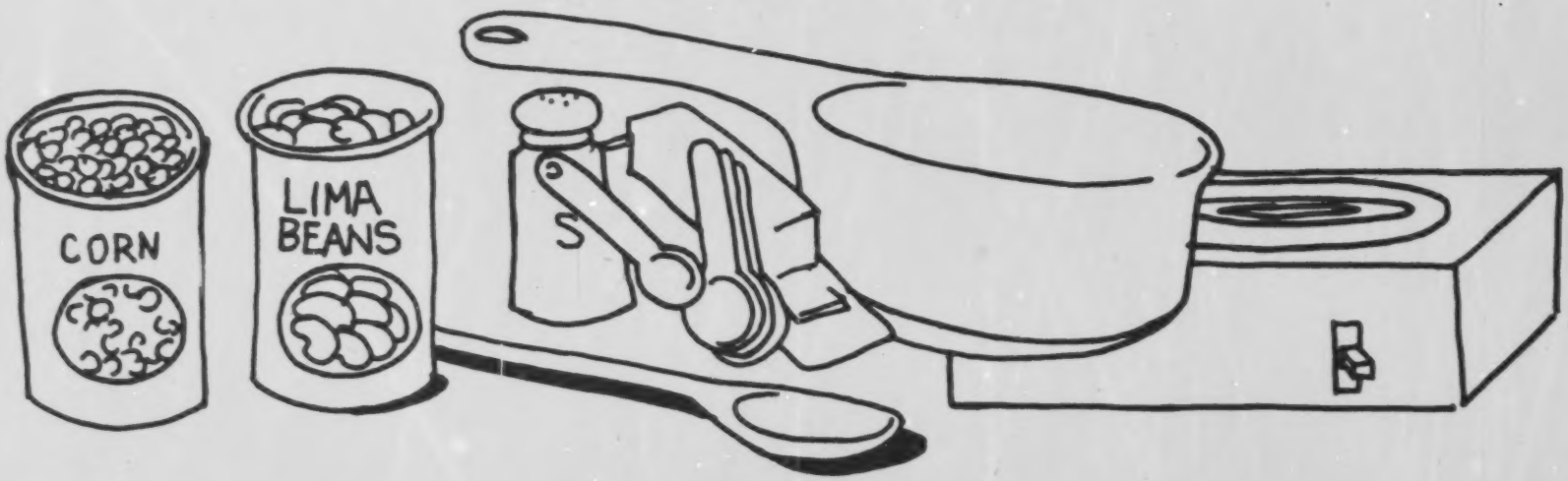
1. Pour corn and lima beans into saucepan.
2. Add butter and salt to corn mixture and stir; bring to boil.

IV TEACHER PREPARATION:

1. Open cans of corn and lima beans.
2. Unwrap stick of butter and cut to measure four tablespoons or allow butter to soften so child can measure butter.
3. Place salt shaker on table.
4. Assemble all other materials on the table (measuring spoons, saucepan, mixing spoon, hot pad and hot plate).

# SUCCOTASH

MATERIALS




PROCEDURE

C00042

# SUCCOTASH LESSON PLAN

I OBJECTIVE:

To create a learning experience for children to develop an awareness and understanding of the concept of temperature.

II CONCEPT:

Temperature

Every child should be given an opportunity to develop an awareness and understanding about temperature. The study of temperature and how it affects things, living and non-living, will lead to better understanding of his environment as a whole.

Cooking in the classroom can provide an opportunity to children to learn how and why the change of temperature affects the characteristics of foods as well as how foods are being prepared or served.

Tasting, smelling, feeling and observing food when hot or cold helps the child to develop an awareness and understanding of his own senses.

III VOCABULARY:

1. Succotash
2. Hot
3. Cold
4. Semi-Sweet
5. Mushy
6. Crunchy
7. Chewy

IV APPROACH:

1. Show picture recipe to children. "Today, we are going to make Succotash. Has anyone ever eaten Succotash before?" (yes, no) "Can you describe what Succotash is?" (A dish of corn and beans boiled together) Have the children say the word 'Succotash'.

2. Have children identify items illustrated in picture recipe and match these items with the corresponding ingredients on the table. Call upon each child to identify and match items in picture recipe with the actual ingredients and materials on table.

   "Who can tell me what the first item is in the picture recipe?" (A can of corn) "Where is the can of corn on the table?" "Have you tasted corn before?" (yes, no) "Let's try tasting it." Give each child few grains of corn and allow him to taste, smell and feel. Let children describe the characteristics of the corn (cold, yellow in color, crunchy, chewy, semi-sweet, soft, etc.)

   "What is beside the can of corn in the picture recipe?" (A can of lima beans) Ask a child to locate the can of lima beans on the table. Give each child a few beans to taste, smell and feel. Let children describe the characteristics of lima beans. (Green in color, soft, mushy, semi-sweet, etc.) Continue the activity of asking each child to identify items in the picture recipe as well as in locating the ingredients and materials on the table.

3. Children prepare Succotash.

   Frame 1: "We are now ready to make 'Succotash'. Looking at the procedure in the picture recipe what is the first thing we need to do?" (Pour cans of corn and lima beans into saucepan) Ask two (2) children to pour the cans of corn and lima beans into saucepan. Ask another child to turn on the hot plate.

   Frame 2: "After pouring the corn and lima beans into saucepan, what needs to be done next?" (Add four (4) tablespoons butter and one (1) teaspoon salt to corn mixture and stir) Let one child put four tablespoons of butter into the saucepan. Have another child measure one teaspoon of salt and add to the mixture. Teacher holds the saucepan handle while children take turns stirring the mixture. Allow mixture to come to a boil.

4. Children taste Succotash.

   Teacher prepares saucers and forks. Children taste, smell, feel the food and describe its characteristics.

V SUGGESTED EXPANSION ACTIVITIES:

1. Succotash from the American Indian culture.
2. Thanksgiving.
3. How corn and lima beans are grown and harvested.
4. The nutritional value of corn and lima beans.
5. Other ways of preparing or cooking corn and lima beans.
6. How corn and lima beans are processed and sold in the grocery store.
7. Heat and low temperature as methods of preserving foods.
8. Sources and uses of heat.
9. The study of thermometer.
10. The weather.

EVALUATION FORM

Please answer each question and return this form to:

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University of South Alabama
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Mobile, Alabama 36615

Thank you for your help.

**********

1. WHICH RECIPE DID YOU USE?

2. DATE LESSON PLAN WAS IMPLEMENTED.

3. HOW MANY CHILDREN WERE IN THE GROUP PREPARING THE RECIPE?

4. DID YOU FOLLOW THE LESSON PLAN? IF NOT, HOW WAS THE PLAN MODIFIED?
YES _____NO_____

5. DID YOU FIND THE LESSON PLAN EASY TO FOLLOW? YES_____NO_____

6. WERE THE CHILDREN ABLE TO FOLLOW THE PICTURES ON THE RECIPE CHART?
YES_____NO_____ IF NOT, PLEASE SPECIFY PROBLEM.

7. HOW LONG DID THE CHILDREN TAKE TO PREPARE THE ACTUAL RECIPE?

8. IF YOU DID THE LESSON AGAIN, WHAT CHANGES WOULD YOU MAKE?

9. DID ANY HANDICAPPED CHILDREN PARTICIPATE IN THE ACTUAL PREPARATION OF THE RECIPE? YES_____NO_____

10. WHAT PROBLEMS, IF ANY, WERE ENCOUNTERED BY THE HANDICAPPED CHILD?

11. ARE THERE ANY CHILDREN IN YOUR CLASSROOM WHO CANNOT PREPARE THE RECIPES? IF SO, WHY NOT? YES_____NO_____

12. DID YOU FIND THIS EXPERIENCE VALUABLE FOR THE CHILDREN? YES_____NO_____

13. ARE YOU LOOKING FORWARD TO TRYING OTHER RECIPES WITH THE CHILDREN? YES_____NO_____

14. COMMENTS:

# BAKED FISH RECIPE

## I INGREDIENTS:

4 fish fillets
1 teaspoon finely chopped onion
2 tablespoons lemon juice
¼ cup butter, melted
iodized salt
pepper

## II MATERIALS:

measuring cup
measuring spoons
1 baking dish
1 small bowl
juicer
1 mixing spoon
timer
oven (pre-heated 350°)
hot pad

## III PROCEDURE:

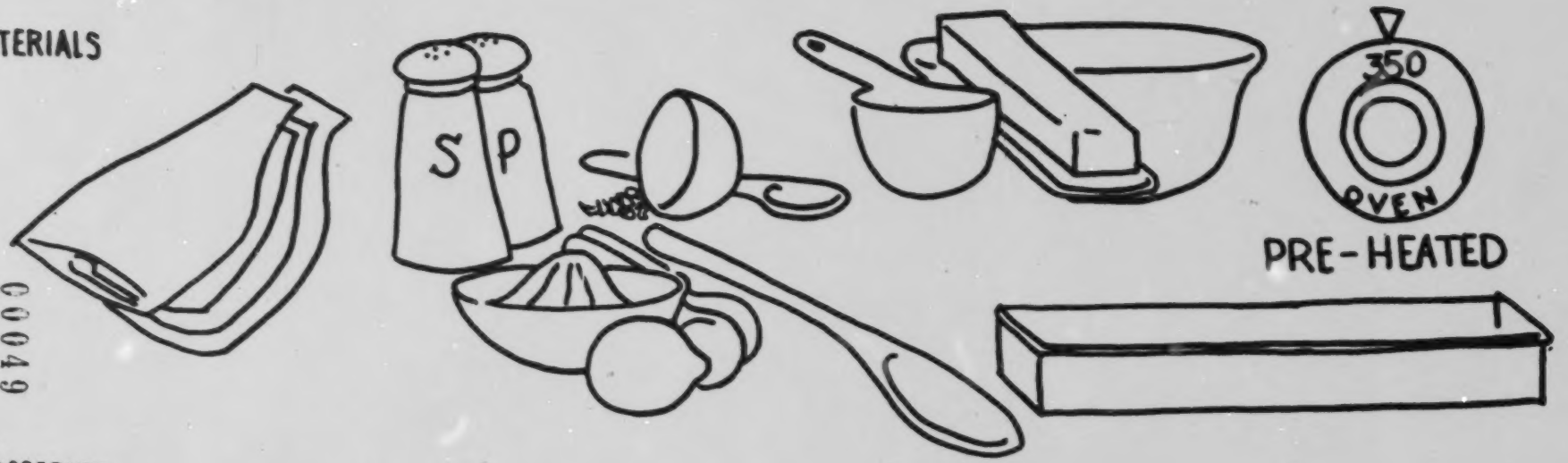
1. Place fish fillets in baking dish; sprinkle with salt and pepper.
2. Combine melted butter, lemon juice and chopped onion in small bowl.
3. Pour mixture over fish fillets.
4. Bake fish fillets for 30 minutes or until fish flakes loosely. Thinner fillets will take less time.

## IV TEACHER PREPARATION:

1. Thaw fish, if frozen.
2. Place salt and pepper shakers on table.
3. Chop 1 teaspoon of onion finely.
4. Using juicer, squeeze 2 tablespoons of lemon juice. Let it remain in the juicer.
5. Melt ¼ cup of butter and pour it in the measuring cup. (It can be melted in the measuring cup is a metal measuring cup is used.)
6. Assemble all materials on the table (small bowl, mixing spoon, timer, juicer, baking pan, measuring spoons, and hot pad).

# BAKED FISH

MATERIALS




C0049

PROCEDURE

# BAKED FISH LESSON PLAN

I OBJECTIVE:

To provide a learning activity which will enable children to develop their understanding of time element and its value.

II CONCEPT:

Time

Cooking or preparing food provides a wide variety of experiences which offer a child a sense of accomplishment, a chance to experiment, and a developing awareness of various concepts such as time.

The development of an understanding of time and its value is significant to a child since time is one of the important elements of his environment. It relates to other concepts such as number readiness, change, and telling time.

III VOCABULARY:

1. Fillet
2. Mixture
3. Temperature
4. Pre-heat
5. Three hundred and fifty degrees (350°)
6. 30 minutes
7. Timer

IV APPROACH:

1. Show picture recipe to children. "Today, we are going to bake fish for lunch."

2. Children identify items illustrated in picture recipe and match these items with the corresponding ingredients on the table. Ask each child to identify and match items in picture recipe with the actual ingredients and materials on table.

"Who can tell me what the first item is in the picture recipe?" (Fish) Ask one child to find the fillet on the table. "Do you see any bones in the fish?" (No) "You are correct. Fish do have bones just as we have, but the bones in this fish have been removed. We call it fish fillet. Can you say that word?" Have children repeat the word 'fillet' several times.

"What is the next item in our picture recipe?" (Salt and pepper). "Who will find the salt and pepper on the table for me?" "How do you know which is salt and which is pepper?" (The salt is white and the pepper is dark grey or black.)

Pointing to the onion in the picture recipe, ask a child to identify it and to find the onion on the table. Then ask another child to identify the spoon and measuring cup in the picture recipe and to locate these items on the table.

"What is beside the measuring cup in the picture recipe?" (Butter) Ask a child to locate the butter on the table. "What is beside the butter?" (small bowl) Ask another child to locate the small bowl on the table.

Pointing to the next item, "Who can tell me what this is?" (Dial which controls the temperature of the oven; temperature is a measure of how hot something is) "Can anyone tell me what those numbers are?" (Three, five, zero) "A three, five, zero printed in that order says three hundred and fifty." Allow children to repeat the words "three hundred and fifty." "The word in the circle is 'oven'. That means we must turn the dial of the oven to three hundred and fifty degrees which is rather hot."

"The word printed below the dial is 'pre-heated'. That means the oven must be hot before we put our fish inside." Have children look at the oven control dial of the stove and ask one child to turn the dial to 350° to pre-heat the oven. Allow children to look at the numbers.

Pointing to the next set of items, have children identify juicer, half lemon, two measuring spoons, mixing spoon and and baking dish and locate these items on the table.

3. Children prepare Baked Fish. "Let us now prepare our baked fish. We will look at our picture recipe again to find out how to prepare Baked Fish." Let children verbalize the procedure of preparing Baked Fish illustrated in the picture recipe and follow the illustration step by step.

   Frame 1: "What is the first step we need to do to prepare our Baked Fish?" (Place fish fillets in baking dish, sprinkle with salt and pepper) Have one child arrange fish fillets in baking dish and another child to sprinkle salt and pepper. Have another child to turn over fish and the fourth child to sprinkle salt and pepper.

   Frame 2: "What is the next step in our picture recipe?" (Combine ¼ cup melted butter, 2 tablespoons lemon juice and 1 teaspoon finely chopped onion in small bowl) Allow children to measure ingredients one at a time and pour into mixing bowl. Ask one child to stir ingredients.

   Frame 3: "What are we going to do with the mixture in the bowl?" (Pour mixture over fish fillets). Ask one child to perform the activity.

   Frame 4: Pointing to the small circle illustrated in the picture recipe, "Do you know what this small circle represents?" (Timer indicates how long we are going to bake our fish) "Why is it important for us to know how long we are supposed to cook our food?" (To prevent over or undercooking the food).

   "You notice that half of the circle is shaded or darkened and that means we will bake our fish for 30 minutes."

   Show to children an actual timer and discuss its importance and how it operates. Allow children to manipulate the timer for several minutes.

   Ask one child to set timer for 30 minutes; place fish in oven and bake for the specified amount of time.

   Serve children Baked Fish as the main dish for lunch.

V SUGGESTED EXPANSION ACTIVITIES:

1. The nature of fish.
2. Ways of preparing or cooking fish.
3. Nutritional value of fish.
4. Fishing as an industry and hobby.
5. Ways of preparing lemon.
6. How lemons are grown and harvested.
7. How to make butter.
8. Nutritional value of butter.
9. Ways of utilizing butter for cooking.
10. Provide another cooking experience to promote children's understanding about the importance of time and temperature in cooking.

EVALUATION FORM

Please answer each question and return this form to:

Alabama Head Start State Training Office
University of South Alabama
250 Bay Front Drive
Mobile, Alabama 36615

Thank you for your help.
**********

1. WHICH RECIPE DID YOU USE?

2. DATE LESSON PLAN WAS IMPLEMENTED.

3. HOW MANY CHILDREN WERE IN THE GROUP PREPARING THE RECIPE?

4. DID YOU FOLLOW THE LESSON PLAN? IF NOT, HOW WAS THE PLAN MODIFIED?
YES _____NO_____

5. DID YOU FIND THE LESSON PLAN EASY TO FOLLOW? YES_____NO_____

6. WERE THE CHILDREN ABLE TO FOLLOW THE PICTURES ON THE RECIPE CHART?
YES_____NO_____ IF NOT, PLEASE SPECIFY PROBLEM.

7. HOW LONG DID THE CHILDREN TAKE TO PREPARE THE ACTUAL RECIPE?

8. IF YOU DID THE LESSON AGAIN, WHAT CHANGES WOULD YOU MAKE?

9. DID ANY HANDICAPPED CHILDREN PARTICIPATE IN THE ACTUAL PREPARATION OF THE RECIPE? YES_____NO_____

10. WHAT PROBLEMS, IF ANY, WERE ENCOUNTERED BY THE HANDICAPPED CHILD?

11. ARE THERE ANY CHILDREN IN YOUR CLASSROOM WHO CANNOT PREPARE THE RECIPES? IF SO, WHY NOT? YES_____NO_____

12. DID YOU FIND THIS EXPERIENCE VALUABLE FOR THE CHILDREN? YES_____NO_____

13. ARE YOU LOOKING FORWARD TO TRYING OTHER RECIPES WITH THE CHILDREN? YES_____NO_____

14. COMMENTS:

# BANANAS BAKED IN ORANGE JUICE RECIPE

## I INGREDIENTS:

4 medium bananas
½ orange (peeled and cut in chunks)
¼ cup sugar
juice of 1 lemon
juice of ½ orange
dash of cinnamon
dash of nutmeg

## II MATERIALS:

1 shallow baking pan
1 mixing bowl
1 mixing spoon
3 small bowls
¼ measuring cup
timer
oven (preheated 325°)
hot pad

## III PROCEDURE:

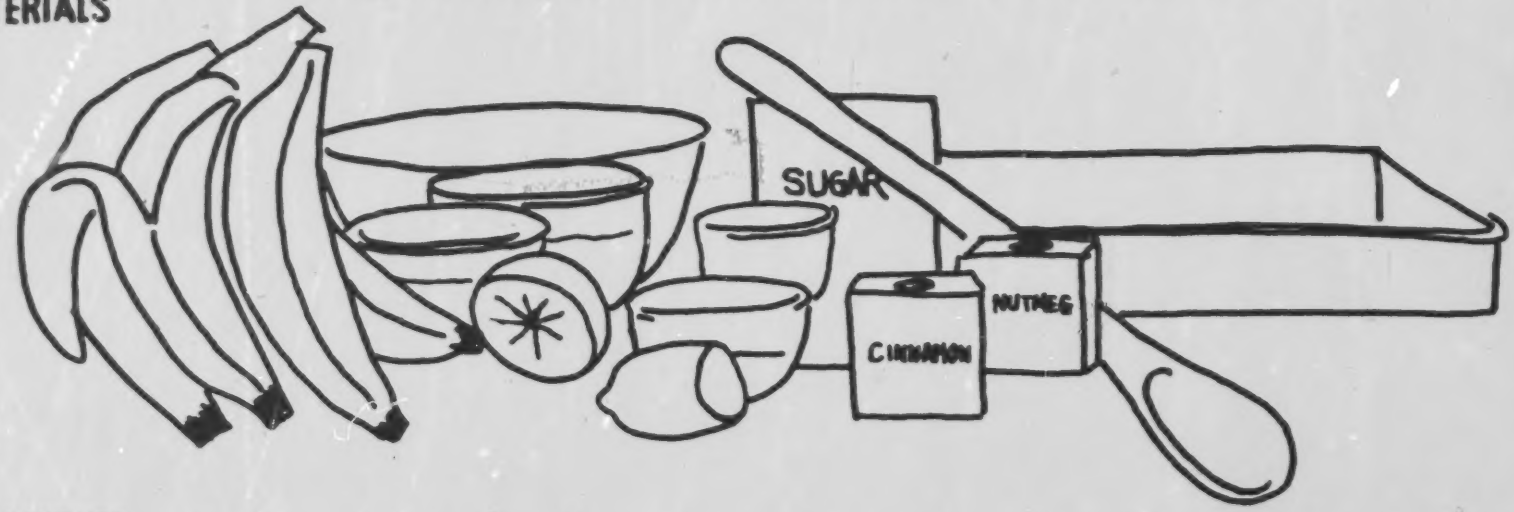
1. Peel bananas and arrange in baking dish.
2. Combine orange juice and lemon juice.
3. Add sugar and orange chunks to juice mixture and mix well.
4. Pour mixture over bananas.
5. Sprinkle mixture with cinnamon and nutmeg.
6. Bake in 325° oven for 30 minutes or until bananas are golden brown.

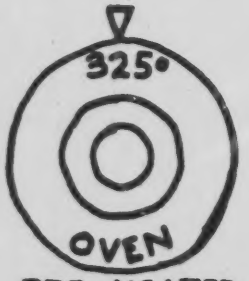
## IV TEACHER PREPARATION:

1. Place bananas on table.
2. Obtain the juice of ½ orange and place in bowl.
3. Peel ½ orange, cut into chunks and place in bowl.
4. Obtain the juice of 1 lemon.
5. Measure ¼ cup sugar. One child may perform the task.
6. Assemble all other ingredients and materials (cinnamon, nutmeg, baking pan, mixing spoon, mixing bowl, 3 small bowls, ¼ measuring cup, hot pad, and timer).

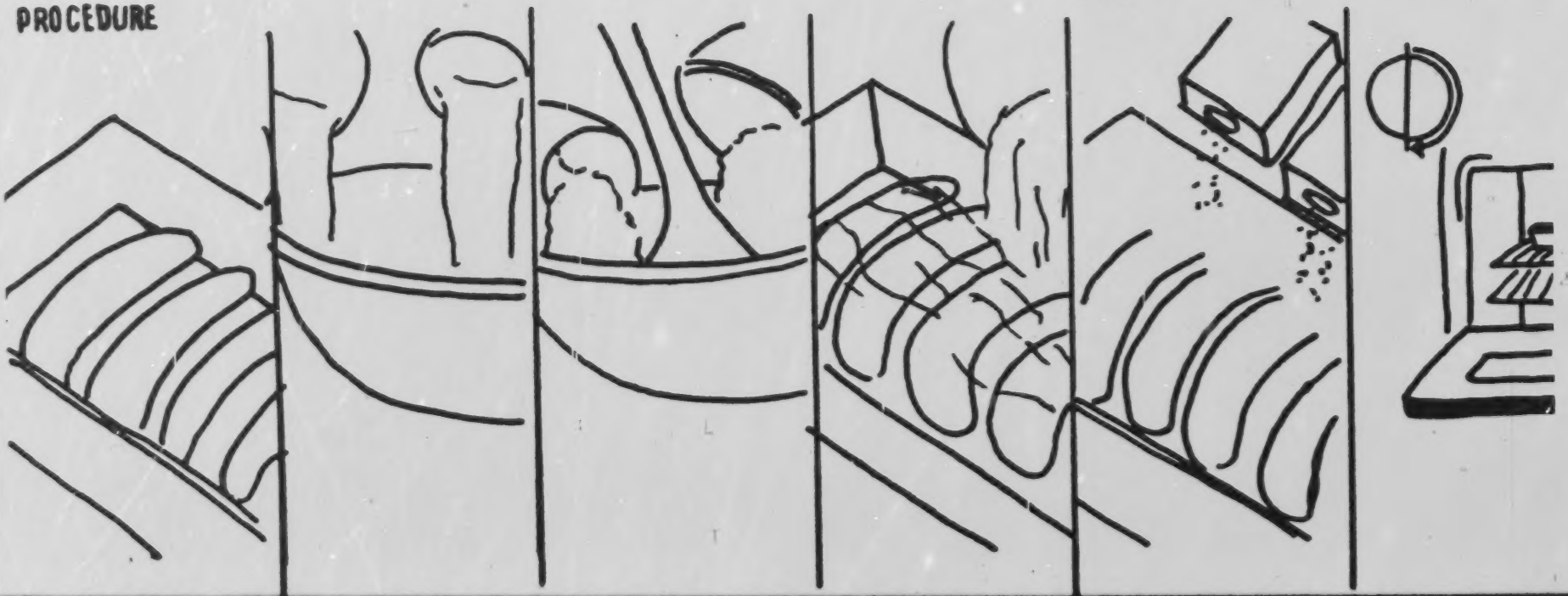
# BANANAS BAKED IN ORANGE JUICE

MATERIALS




PROCEDURE



# BANANAS BAKED IN ORANGE JUICE LESSON PLAN

## I OBJECTIVE:

To provide a learning experience that will increase children's awareness about the nutritional value of fruits and to encourage the development of sound nutrition habits.

## II CONCEPT:

Nutrition

There has been a growing concern about malnutrition in preschool children today. We have come to realize that poor nutrition during early childhood has an effect not only on physical growth but on the mental functioning of the child. Children reared on nutritionally adequate diets have many advantages over those reared on poor diets. These advantages include: Better growth and development, greater strength and vigor, and evidence of good general health.

Every child has the right to nutrition knowledge which will enable him to conserve his own health and eventually that of his children.

Preschool years are the years that food habits are developed. Proper diet at this time is important not only to achieve optimum growth and development but also to instill basically sound dietary habits for life. A child should learn and be accustomed to regularly eating a good diet and have a good understanding of the reasons why he needs to be well nourished.

The teacher has innumerable opportunities to contribute to the healthy growth of children. One of these is through the development of a sound nutrition education program. Nutrition education can be integrated in the school program through cooking in the classroom.

A definite effort should be made to familiarize young children with the wide varieties of fruits and vegetables during the preschool years in order for them to develop a wide range of food acceptance as they grow older.

Fruits and vegetables can be prepared in a variety of ways to add considerable interests to the menus of preschool children.

III VOCABULARY:

1. Cinnamon
2. Nutmeg
3. Spices
4. Sprinkle
5. Orange Chunks
6. Three hundred and twenty-five degrees (325°)
7. Pre-heat
8. 30 minutes
9. Healthy
10. Strong

IV APPROACH:

1. Show picture recipe to children. "Today, we are going to make 'Bananas Baked in Orange Juice.'"

2. Have children identify items illustrated in picture recipe and match these items with the corresponding ingredients on the table. Allow each child to identify and match items with the actual ingredients on the table.

   "Who can identify the first item in our picture recipe?" (Four bananas) "Can you find the bananas on the table?" Give each child a piece of banana and let him smell, taste and feel it, then describe its characteristics, (Fruit, yellow in color, sweet, soft, etc.)

   "What is the next set of items in our picture recipe?" (1 large bowl and 2 smaller bowls) Ask a child to find the items on the table. "Can you tell me what is inside the smaller bowls?" (Orange juice, chunks of orange, lemon juice)

   "What else can you find in the picture recipe?" (Half of an orange, a piece of lemon and a small bowl) Ask children to locate these items on the table. "Can anybody now tell me the different kinds of fruit juices that we are going to use in cooking our food?" (Orange juice and lemon juice) "What are some of the fruit juices you have tasted before?" (Orange juice, lemon juice, grape juice, strawberry juice, apple juice, cranberry juice, etc.) "What about fruits? Can you name some fruits that you already have tasted?" (Mango, apple, banana, orange, grapefruit, pear, peach, pineapple, watermelon, etc.) Allow a few minutes for children to think and answer questions. "Why do you think people eat fruits and drink fruit juices?" (Fruit and fruit juices help us stay healthy

and strong, they promote healthy gums and prevent us from catching cold or from having different kinds of infection) "Therefore, we need to eat fresh fruit or drink fruit juice every morning during breakfast." It is also good to have fresh fruits or fruit juices for snack and to prepare some fruits for dessert.

"Going back to our picture recipe, what are the items beside to the bowl of lemon juice?" (¼ measuring cup and a box of sugar) Ask a child to find the items on the table.

"The next two items are cans with words printed on them. One has the word 'Cinnamon' written on it and the other is 'Nutmeg'." Have children locate the cinnamon and nutmeg on the table, then allow each child to smell both spices and describe them. "Cinnamon and nutmeg are called spices. A spice usually comes fron a plant and is added to food to give it a good smell and flavor."

"What are the next items in the picture recipe?" (Mixing spoon and baking pan) Ask a child to find these items on the table. "The last item in the picture recipe represents a dial which controls the temperature of the oven. It tells us how hot the oven should be in order to cook our food. Can anyone read the numbers in the circle?" (Three, two, five, small zero) "Correct. A three, two, five with a small zero printed in that order says three hundred and twenty-five. The small zero represents degree. The word in the circle is 'oven'. That means we must turn the dial to 325°, which is rather hot. The word printed below the dial is pre-heated. That means the oven must be hot before we put our food inside." Allow children to look at the oven control dial on a stove and turn on oven to 325°.

3. Children prepare Bananas Baked in Orange Juice. "Now let's begin making our Bananas Baked in Orange Juice." Let children verbalize the procedure illustrated in the picture recipe and follow the illustrations step by step.

   Frame 1: "Looking at the picture recipe, what is the first thing we need to do?" (Peel the bananas and arrange them in a baking pan.) Allow children to perform the activity.

   Frame 2: "What is the next thing we need to do?" (Combine orange juice and lemon juice in a mixing bowl) Ask two children to perform the tasks indicated.

Frame 3: "What is the third step in the procedure?" (Add ¼ cup sugar and orange chunks to juice mixture and mix well). Ask children to perform the tasks indicated, one at a time.

Frame 4: "What is the next step?" (Pour mixture over bananas). Have one child pour the mixture over bananas.

Frame 5: "After pouring the mixture over the bananas, what is the next step?" (Sprinkle mixture with cinnamon and nutmeg). Allow two children to sprinkle mixture with cinnamon and nutmeg.

Frame 6: "The circle in the picture recipe represents the time needed to bake out bananas. You will notice that one-half of the circle is shaded or darkened which means we need to bake our bananas for 30 minutes. Discuss 30 minutes with the children by using timer. Place bananas in oven and bake for specified amount of time.

4. Children taste Bananas Baked in Orange Juice and discuss its characteristics.

V SUGGESTED EXPANSION ACTIVITIES:

1. Tasting party comparing the characteristics of oranges and lemons and their juices.
2. Unit on citrus fruits.
3. How bananas are grown and harvested.
4. Study on the various kinds of fruits and fruit juices.
5. Ways of preparing or cooking fruits.
6. Ways of preserving fruits.
7. How fruits are processed and sold in the grocery store.
8. Preparing or cooking other kinds of fruits as a snack or dessert for lunch.

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Thank you for your help.

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1. WHICH RECIPE DID YOU USE?

2. DATE LESSON PLAN WAS IMPLEMENTED.

3. HOW MANY CHILDREN WERE IN THE GROUP PREPARING THE RECIPE?

4. DID YOU FOLLOW THE LESSON PLAN? IF NOT, HOW WAS THE PLAN MODIFIED?
   YES _____ NO_____

5. DID YOU FIND THE LESSON PLAN EASY TO FOLLOW? YES_____ NO_____

6. WERE THE CHILDREN ABLE TO FOLLOW THE PICTURES ON THE RECIPE CHART?
   YES_____ NO_____ IF NOT, PLEASE SPECIFY PROBLEM.

7. HOW LONG DID THE CHILDREN TAKE TO PREPARE THE ACTUAL RECIPE?

8. IF YOU DID THE LESSON AGAIN, WHAT CHANGES WOULD YOU MAKE?

9. DID ANY HANDICAPPED CHILDREN PARTICIPATE IN THE ACTUAL PREPARATION OF THE RECIPE? YES_____NO_____

10. WHAT PROBLEMS, IF ANY, WERE ENCOUNTERED BY THE HANDICAPPED CHILD?

11. ARE THERE ANY CHILDREN IN YOUR CLASSROOM WHO CANNOT PREPARE THE RECIPES? IF SO, WHY NOT? YES_____NO_____

12. DID YOU FIND THIS EXPERIENCE VALUABLE FOR THE CHILDREN? YES_____NO_____

13. ARE YOU LOOKING FORWARD TO TRYING OTHER RECIPES WITH THE CHILDREN? YES_____NO_____

14. COMMENTS:

# OKRA AND TOMATO RECIPE

## I INGREDIENTS:

2 cups sliced okra
3 medium tomatoes (sliced)
3 tablespoons butter
bread crumbs
iodized salt
pepper

## II MATERIALS:

measuring spoons
measuring cups
1 skillet with lid
1 mixing spoon
hot plate
hot pad
paper towels

## III PROCEDURE:

1. Melt butter in skillet over heat.
2. Add sliced okra.
3. Add sliced tomatoes.
4. Cover and cook until okra is tender, stirring occasionally.
5. Add bread crumbs; sprinkle with salt and pepper and mix well.

## IV TEACHER PREPARATION:

1. Slice 2 cups of okra. Let okra remain in cups.
2. Slice 3 medium size tomatoes and place on paper towels.
3. Unwrap stick of butter, cut and measure 3 tablspoons of butter and place into butter dish or allow butter to soften so child can measure it.
4. Place salt and pepper on the table.
5. Place can of bread crumbs on the table.
6. Assemble all other materials on the table (hot plate, skillet with lid, measuring spoons, mixing spoon, hot pad and paper towels).

# OKRA AND TOMATOES

MATERIALS

PROCEDURE

69005

# OKRA AND TOMATOES LESSON PLAN

I OBJECTIVE:

To provide a cooking experience that will expand the children's concepts of color.

II CONCEPT:

Color.

Color is an important physical property of objects that furnishes visual information essential to the child's welfare and to his understanding of his environment.

Since children are able to perceive and enjoy color at a very early age, giving them a wide variety of experiences using many different media is valuable to encourage the development of concepts of color.

Cooking in the classroom utilizing multi-colored ingredients and materials is one way of promoting children's ability to observe, identify and describe color.

III VOCABULARY:

1. Okra
2. Tomatoes
3. Green
4. Red
5. Yellow
6. Vegetables
7. Raw
8. Bread Crumbs
9. Ingredient
10. Grind
11. Slimy
12. Shiny
13. Smooth
14. Tender
15. Skillet
16. Lid

IV APPROACH:

1. Show picture recipe to children. "Today we are going to cook 'Okra and Tomatoes'."

2. Children identify items in the picture recipe and locate the actual items on the table.

3. "Can anyone tell me what the first set of items is in the picture recipe?" (Okra and two cups) Ask a child to locate the okra and two cups on the table.

   Give each child a piece of raw okra. Ask each child, one at a time, to answer the following questions. "Can you tell me anything about the okra?" (Vegetable, raw, long and pointed, hairy, hard and rough outside, slimy, has a lot of white seeds inside, etc.). "What color is the okra?" (Green) "Is it the same color inside as outside?" (Green outside and inside, has white seeds). "Let's taste a piece of okra to find out about its taste." (Slimy, crunchy, hard, etc.)

   "Who can tell me what the next set of items is in our picture recipe?" (Three measuring spoons and butter) Ask a child to locate the items on the table. "What color is the butter?' (Yellow)

   "What is beside the butter in our picture recipe?" (Tomatoes) "Find the tomatoes on the table." Give each child a small piece of tomato and allow him to taste, smell and feel it. Let children describe the characteristics of the tomatoes. (Vegetable, raw, round, soft, shiny, smooth, has small seeds inside, etc.) "What color is the tomato?" (Red) "Is it the same color inside and outside?" (Yes) "Is the tomato the same color as the okra?" (No, okra is green, tomato is red)

   Ask a child to identify the next two items (salt and pepper). Ask another child to locate these items on the table. "How can you tell which is the salt and which is the pepper?" (Salt is white in color and pepper is black or gray in color.)

   Ask children to identify the next item in the picture recipe. (Can of bread crumbs) If children do not know what it is identify it for them. Ask a child to locate the bread crumbs on the table. "Do you know how bread crumbs are made?" (Bread crumbs are made by lightly toasting the bread, then grinding the bread very finely) Allow each child to taste and describe the bread crumbs. "What color are the bread crumbs?" (White, brown, white and brown).

Ask children to identify the remainder of the items in the picture recipe and to locate them on the table (hot plate, skillet with lid and mixing spoon).

3. Children prepare Okra and Tomatoes. Let children verbalize the procedure of cooking Okra and Tomatoes illustrated in the picture recipe and follow the illustration step by step.

   Frame 1: "We are now ready to make Okra and Tomatoes. Looking at the picture recipe, what is the first thing we need to do?" (Place skillet on burner and turn on hot plate; melt three tablespoons butter in skillet) Ask a child to place skillet on burner and turn on hot plate and another child to measure and place the three tablespoons butter in skillet. "What color is the butter when it melts?" (Yellow, brown if it burns)

   Frame 2: "What is the next step in the picture recipe?" (Add two cups of sliced okra to skillet) Ask a child to measure and add okra to skillet. Teacher holds the handle of skillet as the children add ingredients and stir the contents of the skillet. "The butter is hot. Be careful it does not get on you."

   Frame 3: "After adding okra to the skillet what is the next ingredient to be added?" (Tomatoes) Ask a child to add tomatoes to skillet and another child to stir the contents of skillet. "What color are the okra and tomatoes now?" (Same, tomatoes are red and okra is green.)

   Frame 4: "What is the next thing we need to do?" (Place lid on the skillet and cook, stirring occasionally until okra is tender) Children take turns in stirring the mixture.

   Frame 5: "What is the last step in our procedure?" (Add bread crumbs and sprinkle salt and pepper to mixture. Mix well, remove from heat.) Ask children to perform the activity indicated. "Does the Okra and Tomato change color when you add the salt and pepper?" (No.)

4. Serve children Okra and Tomatoes as a vegetable dish for lunch.

V SUGGESTED EXPANSION ACTIVITIES:

1. How Okra and Tomatoes are grown and harvested.
2. Grow a vegetable garden with Okra and Tomatoes.
3. How Okra and Tomatoes are processed and sold in the grocery store.
4. Ways of preserving Okra and Tomatoes.
5. Other ways of preparing and cooking Okra and Tomatoes.
6. Nutritional value of Okra and Tomatoes.
7. Study of other kinds of vegetables.
8. Unit on fruits coordinating color study.

## EVALUATION FORM

Please answer each question and return this form to:

Alabama Head Start State Training Office
University of South Alabama
250 Bay Front Drive
Mobile, Alabama 36615

Thank you for your help.

**********

1. WHICH RECIPE DID YOU USE?

2. DATE LESSON PLAN WAS IMPLEMENTED.

3. HOW MANY CHILDREN WERE IN THE GROUP PREPARING THE RECIPE?

4. DID YOU FOLLOW THE LESSON PLAN? IF NOT, HOW WAS THE PLAN MODIFIED?
   YES _____ NO_____

5. DID YOU FIND THE LESSON PLAN EASY TO FOLLOW? YES_____NO_____

6. WERE THE CHILDREN ABLE TO FOLLOW THE PICTURES ON THE RECIPE CHART?
   YES_____NO_____ IF NOT, PLEASE SPECIFY PROBLEM.

7. HOW LONG DID THE CHILDREN TAKE TO PREPARE THE ACTUAL RECIPE?

8. IF YOU DID THE LESSON AGAIN, WHAT CHANGES WOULD YOU MAKE?

9. DID ANY HANDICAPPED CHILDREN PARTICIPATE IN THE ACTUAL PREPARATION OF THE RECIPE? YES_____NO_____

10. WHAT PROBLEMS, IF ANY, WERE ENCOUNTERED BY THE HANDICAPPED CHILD?

11. ARE THERE ANY CHILDREN IN YOUR CLASSROOM WHO CANNOT PREPARE THE RECIPES? IF SO, WHY NOT? YES_____NO_____

12. DID YOU FIND THIS EXPERIENCE VALUABLE FOR THE CHILDREN? YES_____NO_____

13. ARE YOU LOOKING FORWARD TO TRYING OTHER RECIPES WITH THE CHILDREN? YES_____NO_____

14. COMMENTS:

# PIONEER EGGS RECIPE

## I INGREDIENTS:

1 can corned beef hash (opened)
4 eggs
iodized salt
pepper

## II MATERIALS:

1 round baking pan (greased)
1 mixing spoon
oven (pre-heated 350°)
timer
hot pad

## III PROCEDURE:

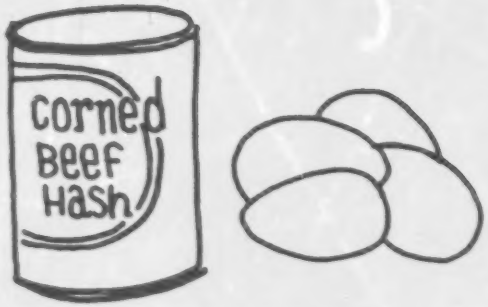
1. Place corned beef hash into baking pan.
2. Pat out the corned beef hash in pan with mixing spoon.
3. Make four small nests in the corned beef hash with spoon. Do not expose baking pan.
4. Break eggs into the nests.
5. Bake in 350° oven for 3-5 minutes or until the egg is cooked. Sprinkle with salt and pepper.

## IV TEACHER PREPARATION:

1. Open can of corned beef hash.
2. Place 4 eggs on table.
3. Grease baking pan and place on table.
4. Assemble all other ingredients and materials (salt and pepper, mixing spoon, hot pad, and timer).

# PIONEER EGGS

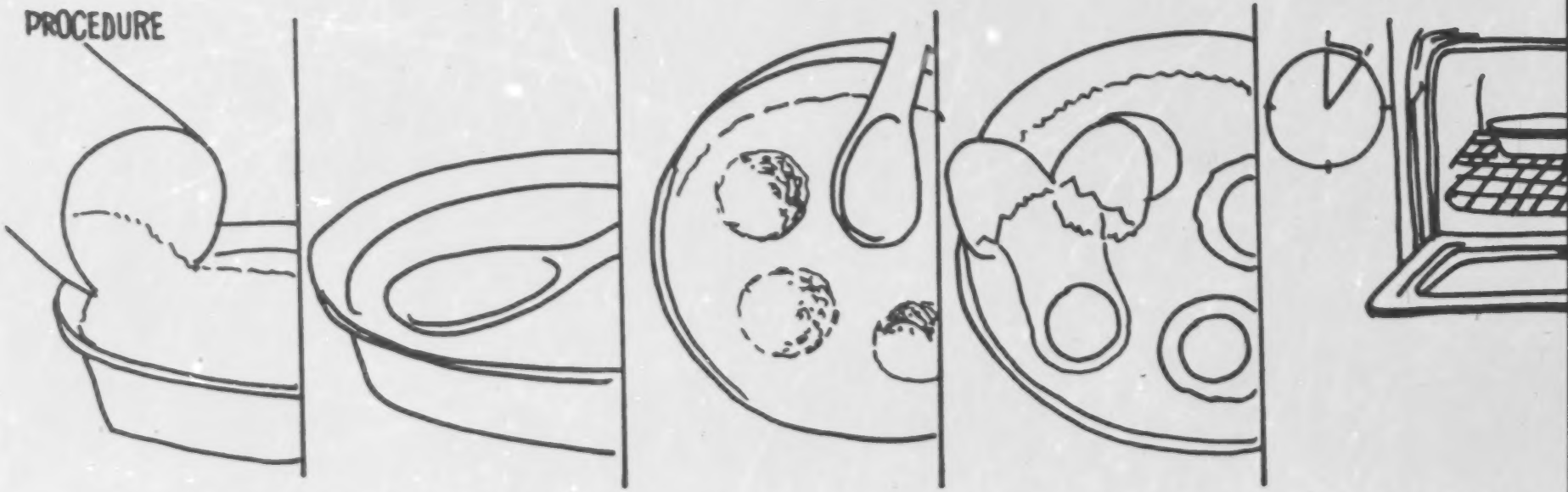
MATERIALS



PRE-HEATED

C0073

PROCEDURE



# PIONEER EGGS LESSON PLAN

I OBJECTIVE:

To create a learning experience for children that will promote cultural awareness and understanding.

II CONCEPT:

Cultural awareness and understanding.

A child should be given an opportunity to learn about the culture (present and past) of his country in order for him to acquire some insights about the political, social and economic conditions of the past and how they relate to the present. Also, he should be afforded an opportunity to learn about cultures other than his own to enable him to develop an appreciation and understanding of the universality, diversity and interdependence of people within and between cultures. This process leads children to acquire a better understanding of their present environment.

III VOCABULARY:

1. Pioneer
2. Settler
3. West
4. Corned beef hash
5. Dial
6. Three hundred and fifty degrees (350°)
7. 3-5 minutes
8. Pre-heat

IV APPROACH:

1. Show picture recipe to children. "Today, we are going to make 'Pioneer Eggs'. "Does anyone know what the word 'pioneer' means?" (Person who is the first one to do something or a person who is the first one to live in a certain place). "Do you recall some of the television cowboy movies about people moving to the west in covered wagons and on horse-back?" (Yes, no) "These people were called pioneers because they were the first ones to settle or live in the west." Show United States map to children and discuss the west. Show pictures about the pioneers to children and allow time for children to discuss their ideas about the settling of the west. Say to children, "Pioneer Eggs was one of the recipes that the people prepared while traveling to the west because it was simple and quick to prepare."

2. "Going back to our picture recipe, what is the first item you find?" (A can) "Can you guess what is inside the can?" Allow children to guess the content of the can. "This can contains corned beef hash. Where is the can of corned beef hash on the table? Have you ever eaten corned beef hash before?" (Yes, no) "Let's try tasting it." Give each child a small portion of corned beef hash to taste and then describe. "Do you know how corned beef hash is made?" (Shredding the meat of a cow or bull and mixing it with dices of potatoes.)

"What is the next set of items in our picture recipe?" (4 eggs). "I know you have eaten eggs before. Could you tell me different ways of preparing or cooking eggs?" (Fried, boiled, poached, etc.) "Sometimes we eat eggs mixed with other foods and it is difficult to know that the eggs are in the food. For example, eggs are in cakes, cookies, corn bread, etc. When we finish preparing our Pioneer Eggs, we will taste it and we will see if we can find eggs in the corned beef hash."

Call each child to identify the next four items in the picture recipe. (Round baking pan, mixing spoon, and salt and pepper shakers) Allow each child to locate these items on the table.

Pointing to the last item in the picture recipe, "Who can tell me what the circle with the numbers and word written in it represents?" (A dial which controls the temperature of the oven.) "Can you tell me what those numbers are?" (Three, five, zero, and a small zero) "Correct. A three, five, zero with a small zero printed in that order says three hundred and fifty. The small zero represents degree. The word in the circle is 'oven'. That means we must turn the dial of the oven to three hundred and fifty degrees, which is rather hot. The word printed below the dial is pre-heated. That means the oven must be hot before we put our food inside it." Have children look at the oven control dial on a stove and pre-heat oven to 350°.

3. Children prepare Pioneer Eggs.

"We are now ready to prepare 'Pioneer Eggs'. We will look at the picture recipe again to find out how to make Pioneer Eggs." Let children verbalize the procedure illustrated in the picture recipe and follow the illustrations step by step.

Frame 1: "What is the first step we need to do in making Pioneer Eggs?" (Place corned beef hash into baking pan.) Ask a child to perform the task indicated.

Frame 2: "What happens next?" (Pat out the corned beef hash in pan with mixing spoon). Ask a child to perform the activity.

Frame 3: "What is the third step in the procedure?" (Make four small nests in the corned beef with spoon). Allow each child, one at a time, to perform the task.

Frame 4: "What is the next step?" (Break eggs into the nests.) Allow each child to break an egg into a nest.

Frame 5: "The circle in the picture recipe represents the timer. The shaded or darkened part of the circle indicates how long the Pioneer Eggs are to remain in the oven." (3-5 minutes) Discuss 3-5 minutes with the children by using timer, watch or clock. Place Pioneer Eggs in oven and bake for the specified amount of time. Before serving have one child sprinkle eggs with salt and pepper.

4. Serve children Pioneer Eggs as a main dish for lunch. Allow children to discuss the food. "Even though we used several ingredients to prepare Pioneer Eggs, can you still see the eggs?" (Yes)

V SUGGESTED EXPANSION ACTIVITIES:

1. Unit on Pioneer Life in America
2. Unit on Cowboys and Indians.
3. Study on various kinds of meats and meat products.
4. Unit on eggs.
5. Ways of preparing and cooking meat.
6. Ways of preserving meat.
7. Nutritional value of meat and egg.
8. Provide cooking experiences to familiarize children with foods from other cultures.

## EVALUATION FORM

Please answer each question and return this form to:

Alabama Head Start State Training Office
University of South Alabama
250 Bay Front Drive
Mobile, Alabama 36615

Thank you for your help.

**********

1. WHICH RECIPE DID YOU USE?

2. DATE LESSON PLAN WAS IMPLEMENTED.

3. HOW MANY CHILDREN WERE IN THE GROUP PREPARING THE RECIPE?

4. DID YOU FOLLOW THE LESSON PLAN? IF NOT, HOW WAS THE PLAN MODIFIED?
   YES _____ NO _____

5. DID YOU FIND THE LESSON PLAN EASY TO FOLLOW? YES _____ NO _____

6. WERE THE CHILDREN ABLE TO FOLLOW THE PICTURES ON THE RECIPE CHART?
   YES _____ NO _____ IF NOT, PLEASE SPECIFY PROBLEM.

7. HOW LONG DID THE CHILDREN TAKE TO PREPARE THE ACTUAL RECIPE?

8. IF YOU DID THE LESSON AGAIN, WHAT CHANGES WOULD YOU MAKE?

9. DID ANY HANDICAPPED CHILDREN PARTICIPATE IN THE ACTUAL PREPARATION ~~OF THE~~ RECIPE? YES_____NO_____

10. WHAT PROBLEMS, IF ANY, WERE ENCOUNTERED BY THE HANDICAPPED CHILD?

11. ARE THERE ANY CHILDREN IN YOUR CLASSROOM WHO CANNOT PREPARE THE RECIPES? IF SO, WHY NOT? YES_____NO_____

12. DID YOU FIND THIS EXPERIENCE VALUABLE FOR THE CHILDREN? YES_____NO_____

13. ARE YOU LOOKING FORWARD TO TRYING OTHER RECIPES WITH THE CHILDREN? YES_____NO_____

14. COMMENTS:

# CHINESE EGG DROP SOUP RECIPE

## I INGREDIENTS:

3 cans of chicken broth (opened)
1 tablespoon corn starch
½ cup water
2 tablespoons soy sauce
2 eggs

## II MATERIALS:

measuring cup
measuring spoons
1 saucepan
1 mixing spoon
1 small bowl
hot plate
hot pad
* glass with water in it if using lesson plan

## III PROCEDURE:

1. Place chicken broth in saucepan.
2. Bring chicken broth to a boil on hot plate.
3. Mix the water, corn starch and soy sauce in small bowl.
4. Add mixture to the broth, stirring until it thickens.
5. Break the eggs in the bowl and stir.
6. Pour the eggs very slowly into the broth, stirring constantly.

## IV TEACHER PREPARATION:

1. Open three cans of chicken broth and place on table.
2. Place a glass of water on table.
3. Open box of corn starch.
4. Place soy sauce and two eggs on table.
5. Assemble all ingredients and materials (½ measuring cup, measuring spoons, mixing spoon, saucepan, small bowl, hot pad, and hot plate) in the center of the table.

# CHINESE EGG DROP SOUP

MATERIALS

PROCEDURE

08003

# CHINESE EGG DROP SOUP LESSON PLAN

I OBJECTIVE:

To create a learning experience for children to enhance their ability to count and quantitatively measure ingredients.

II CONCEPT:

Counting and measuring.

Cooking in the classroom can be a valuable method of helping a child to develop the ability to count and measure things. Through children's participation in the actual counting and measuring of ingredients, they are provided with a "learning by doing" activity which proves to be a meaningful and fun-filled experience. In addition, children will be able to learn the importance of measuring specific amounts of food ingredients when cooking.

III VOCABULARY:

1. Measure
2. ½ cup
3. 2 tablespoons
4. Chinese
5. Soy Sauce
6. Corn Starch
7. Broth
8. Stir

IV APPROACH:

1. Show picture recipe to children. "Today, we are going to make 'Chinese Egg Drop Soup'."

2. Children identify items illustrated in picture recipe and match these items with the corresponding ingredients on the table. Ask each child to identify and match items in picture recipe with the actual ingredients and materials on table.

   "Who can tell me what the first item is in the picture recipe?" (Three cans of chicken broth.) "Can you locate the cans of chicken broth on the table? How many are there?" (Three)

"What is beside the three cans of chicken broth in the picture recipe?" (Corn Starch.) "Do you know what corn starch is?" (White, odorless, tasteless powder made from corn, looks like flour and is used to make food thicker; i.e., pudding, gravy, etc.) Ask a child to locate the corn starch on the table. Allow each child to taste, smell and feel the corn starch.

"What is the next item in the picture?" (Measuring spoon) Ask a child to locate the item on the table. "What is the next item in the picture?" (Measuring cup and water faucet.) Ask a child to locate the measuring cup on the table and show to them the "¼" on the cup.

"What else can you find in the picture?" (Soy Sauce) "Do you know what soy sauce is?" (Soy sauce comes from soy beans which is used to flavor foods.) "Just as we use catsup or steak sauce on our foods, the Chinese use soy sauce." Ask the children to repeat the word 'soy sauce', then allow each child to smell and taste a drop of soy sauce and describe.

"What is the next thing in the picture?" (Two eggs) Ask a child to locate and count the eggs on the table. Continue the activity of asking each child to identify items in the picture and locate and count objects on the table.

3. Children prepare Chinese Egg Drop Soup. "Let us now begin making our soup. We will look at the picture recipe again to find out how to make 'Chinese Egg Drop Soup'." Let children verbalize the procedure of making Chinese Egg Drop Soup illustrated in the picture recipes and follow the illustration step by step.

   Frame 1: "What is the first step in making the soup?" Pour chicken broth into saucepan.) Have children, one at a time, pour three cans of chicken broth into saucepan.

   Frame 2: "What happens next?" (Chicken broth comes into boil) Teacher will then turn on hot plate and place saucepan on burner. "How do we know when the broth is boiling?" (Bubbles form on top and steam rises from the saucepan.) While waiting for broth to boil, proceed to Frame 3.

Frame 3: Place the mixing bowl in the center of the table and ask children to tell what ingredients are being added to the bowl while looking at the picture recipe. Allow children to measure ingredients one at a time and add to bowl (½ cup water, 1 tablespoon corn starch, 2 tablespoons soy sauce.) Ask child to mix the ingredients. "Why do we need to measure our ingredients?" (So recipe will turn out right; to put in the correct amount.)

Frame 4: "We are now on the fourth step of the procedure. Can anybody tell me what are we going to do next?" (Add the soy sauce mixture to broth and stir until it thickens.) It is suggested that the teacher continue to hold the handle of saucepan as the children add ingredients and stir.

Frame 5: "After adding the soy sauce mixture to the broth and stirring it, what needs to be done next?" (Break two eggs in bowl and stir.) Allow children to break eggs in bowl and stir.

Frame 6: "What is the last step in making the Chinese Egg Drop Soup?" (Pour eggs very slowly into the broth, and stir mixture constantly.) Allow two children to pour the eggs into the broth and stir mixture. Chinese Egg Drop Soup is ready to serve.

V SUGGESTED EXPANSION ACTIVITIES:

1. Introduce unit on China and its people.
2. Study on various kinds of soup.
3. How corn starch is made.
4. How soy sauce is made.
5. Study on various kinds of food flavorings.
6. Where do eggs come from?
7. Provide another cooking experience to enhance children's skills in counting and measuring ingredients.

EVALUATION FORM

Please answer each question and return this form to:

Alabama Head Start State Training Office
University of South Alabama
250 Bay Front Drive
Mobile, Alabama 36615

Thank you for your help.

**********

1. WHICH RECIPE DID YOU USE?

2. DATE LESSON PLAN WAS IMPLEMENTED.

3. HOW MANY CHILDREN WERE IN THE GROUP PREPARING THE RECIPE?

4. DID YOU FOLLOW THE LESSON PLAN? IF NOT, HOW WAS THE PLAN MODIFIED?
YES _____ NO _____

5. DID YOU FIND THE LESSON PLAN EASY TO FOLLOW? YES_____ NO_____

6. WERE THE CHILDREN ABLE TO FOLLOW THE PICTURES ON THE RECIPE CHART?
YES_____ NO_____ IF NOT, PLEASE SPECIFY PROBLEM.

7. HOW LONG DID THE CHILDREN TAKE TO PREPARE THE ACTUAL RECIPE?

8. IF YOU DID THE LESSON AGAIN, WHAT CHANGES WOULD YOU MAKE?

9. DID ANY HANDICAPPED CHILDREN PARTICIPATE IN THE ACTUAL PREPARATION OF THE RECIPE? YES_____NO_____

10. WHAT PROBLEMS, IF ANY, WERE ENCOUNTERED BY THE HANDICAPPED CHILD?

11. ARE THERE ANY CHILDREN IN YOUR CLASSROOM WHO CANNOT PREPARE THE RECIPES? IF SO, WHY NOT? YES_____NO_____

12. DID YOU FIND THIS EXPERIENCE VALUABLE FOR THE CHILDREN? YES_____NO_____

13. ARE YOU LOOKING FORWARD TO TRYING OTHER RECIPES WITH THE CHILDREN? YES_____NO_____

14. COMMENTS:

# CHILI RECIPE

## I INGREDIENTS:

1 pound ground beef
2 cans tomato soup (opened)
1 can kidney beans (opened)
2 cups water
1 medium size onion (chopped)
½ stick butter
chili powder

## II MATERIALS:

1 large saucepan
1 mixing spoon
1 measuring cup
hot plate
hot pad
timer
paper towels
* small spoons if children are to taste ingredients during preparation

## III PROCEDURE:

1. Melt butter in saucepan over heat.
2. Add ground beef and onion and stir until brown.
3. Add tomato soup and water to mixture in saucepan.
4. Add half spoonful of chili powder.
5. Add kidney beans and simmer for 45 minutes, stirring occasionally.

## IV TEACHER PREPARATION:

1. Thaw ground beef if frozen.
2. Open two cans of tomato soup and a can of kidney beans.
3. Measure 2 cups of water.
4. Chop 1 medium size onion.
5. Unwrap stick of butter, cut into halves and place into butter dish.
6. Assemble all other ingredients and materials on the table (large saucepan, mixing spoon, hot plate, hot pad, timer, and paper towels.)

# CHILI

PROCEDURE

00087

# CHILI LESSON PLAN

I OBJECTIVE:

To provide a cooking experience for children to enhance the development of language.

II CONCEPT:

Language development.

Language helps the child to react and interpret the world around him. Through language he expresses his thoughts and projects his feelings, he becomes a social being, and he communicates with others.

Cooking time is an excellent time for children to learn new words, clarify and communicate ideas, improve social attitudes, develop a keener power of observation, and promote the development of a number of intellectual and physical skills.

While cooking, children should be given many opportunities to communicate verbally by discussing what they are doing and how they can accomplish the tasks. It is suggested that the teacher encourage children to communicate their ideas, raise and answer questions, make comments, and offer suggestions.

III VOCABULARY:

1. Chili
2. Ground Beef
3. Spice
4. Flavor
5. Aroma
6. Kidney Beans
7. Chili Powder

IV APPROACH:

1. In this recipe encourage each child to express his opinion of the color, taste and smell of all the ingredients. Talk with the children about what they see in the pictures. When you reach the picture of chili powder encourage the children to talk about other spices.

2. "Who can tell me what the first item is in the picture recipe?" (Ground beef) "Can you tell me how ground beef is made?" (Grinding finely the meat of a cow or bull.) Ask a child to find the ground beef on the table.

   "What is the next item in the picture recipe?" (Two cans of tomato soup.) Ask a child to locate the two cans of tomato soup on the table. "Have you ever tasted tomato soup before?" (Yes, no) Prepare spoons and let children taste a small portion of the tomato soup and describe its characteristics. (Sour, salty, red in color, etc.)

   "What is next to the two cans of tomato soup in the picture recipe?" (A can of chili powder) "Can anyone find the chili powder on the table? Now let's smell the chili powder. It might be hot for us to taste it so let's just wait until we have finished cooking our food and taste the food when mixed with chili powder. How does it smell?" (Let children describe the smell.)

   "What is the next item in the picture recipe?" (One can of kidney beans.) Have one child locate the can of kidney beans on the table. "Have you ever tasted kidney beans before?" (yes, no) Prepare spoons and have children taste few pieces of beans and let them describe its characteristics. (Cooked, soft, dark red in color, semi-sweet, etc.)

   Ask children to identify the remainder of the items in the picture recipe and locate them on the table. (A dish of butter, hot plate, mixing spoon, measuring cup, timer, hot plate, paper towels, and large saucepan.)

3. Children prepare Chili. Let children verbalize the procedure of making Chili illustrated in the picture recipe and follow the illustration step by step.

   Frame 1: "We are now ready to make Chili. Looking at the procedure in the picture recipe what is the first thing we need to do?" (Melt ½ stick of butter in a saucepan over heat.) Ask a child to turn on the hot plate and put butter in the saucepan.

Frame 2: "After melting butter in the saucepan, what is the next step?" (Add ground beef and onion and stir until brown.) Ask a child to add ground beef and another child to add onion. Allow children to have turns in stirring mixture. Teacher holds the handle of the saucepan as children add ingredients and stir mixture. Encourage children to discuss and ask questions about the recipe.

Frame 3: "What is the third step in the procedure?" (Add tomato soup and water to mixture in saucepan.) Ask children to perform this activity one at a time.

Frame 4: "What is the fourth step in the procedure?" (Add half a spoonful of chili powder). Have one child measure and add chili powder to mixture.

Frame 5: "What is the last step in the procedure?" (Add kidney beans and simmer for 45 minutes, stirring occasionally.) Ask children to perform the activity. "Do you know what simmer means?" (Cooking slowly just below the boiling point.) Let children observe the difference between simmering and boiling the food by adjusting the dial of hot plate. Discuss with the children the time (45 minutes) to cook the food by using timer, clock or watch.

While waiting for the food to cook allow children to suggest dishes they would like to prepare or cook in the next cooking sessions.

4. Children have Chili as a main dish for lunch. During mealtime allow children to discuss the characteristics of Chili.

V SUGGESTED EXPANSION ACTIVITIES:

1. Other ways of cooking ground beef.
2. Nutritional value of ground beef.
3. Study of various kinds of spices.
4. How kidney beans are grown and harvested.
5. Study of various kinds of beans.
6. Nutritional value of beans.
7. Prepare dishes suggested by children in the next cooking session.

EVALUATION FORM

Please answer each question and return this form to:

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University of South Alabama
250 Bay Front Drive
Mobile, Alabama 36615

Thank you for your help.

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1. WHICH RECIPE DID YOU USE?

2. DATE LESSON PLAN WAS IMPLEMENTED.

3. HOW MANY CHILDREN WERE IN THE GROUP PREPARING THE RECIPE?

4. DID YOU FOLLOW THE LESSON PLAN? IF NOT, HOW WAS THE PLAN MODIFIED?
YES _____NO_____

5. DID YOU FIND THE LESSON PLAN EASY TO FOLLOW? YES_____NO_____

6. WERE THE CHILDREN ABLE TO FOLLOW THE PICTURES ON THE RECIPE CHART?
YES_____NO_____ IF NOT, PLEASE SPECIFY PROBLEM.

7. HOW LONG DID THE CHILDREN TAKE TO PREPARE THE ACTUAL RECIPE?

8. IF YOU DID THE LESSON AGAIN, WHAT CHANGES WOULD YOU MAKE?

9. DID ANY HANDICAPPED CHILDREN PARTICIPATE IN THE ACTUAL PREPARATION OF THE RECIPE? YES_____NO_____

10. WHAT PROBLEMS, IF ANY, WERE ENCOUNTERED BY THE HANDICAPPED CHILD?

11. ARE THERE ANY CHILDREN IN YOUR CLASSROOM WHO CANNOT PREPARE THE RECIPES? IF SO, WHY NOT? YES_____NO_____

12. DID YOU FIND THIS EXPERIENCE VALUABLE FOR THE CHILDREN? YES_____NO_____

13. ARE YOU LOOKING FORWARD TO TRYING OTHER RECIPES WITH THE CHILDREN? YES_____NO_____

14. COMMENTS:

# SOUTHERN FRENCH TOAST RECIPE

## I INGREDIENTS:

4 slices day old whole wheat bread
2 eggs
½ cup milk
2 tablespoons butter
¼ teaspoon iodized salt
confectioner's sugar

## II MATERIALS:

measuring spoons
measuring cup
1 small bowl
1 frying pan
1 spatula
1 mixing spoon
4 plates
sifter
hot plate
hot pad
* 4 small forks to eat toast

## III PROCEDURE:

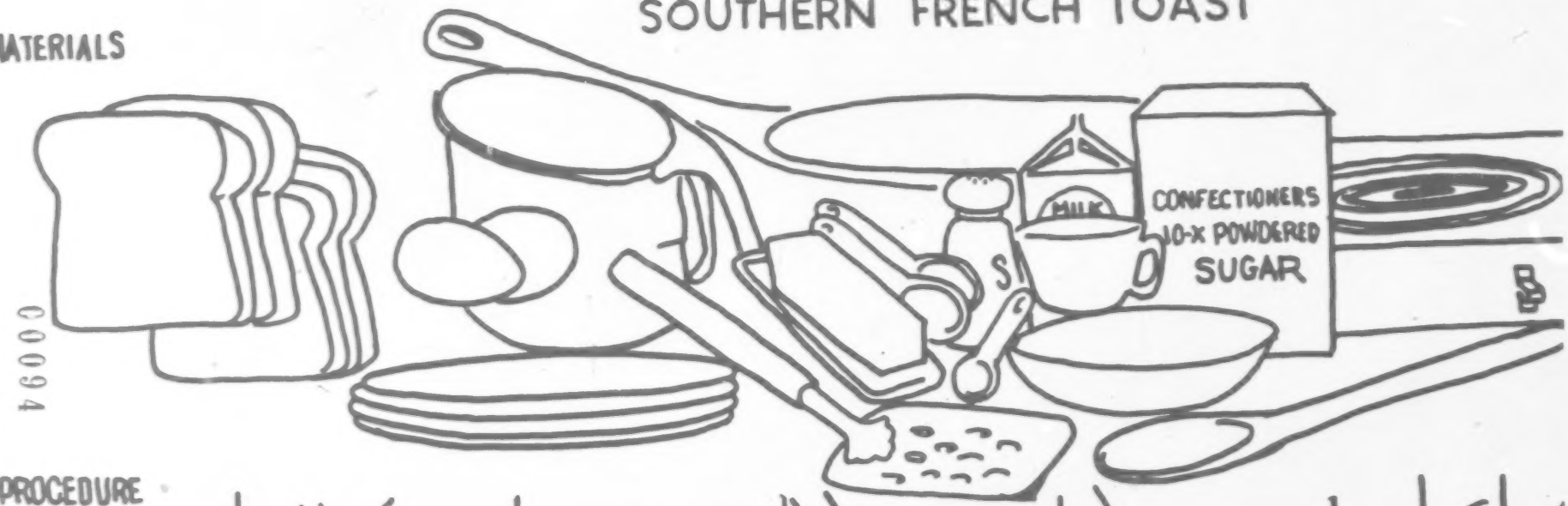
1. Break eggs into bowl.
2. Add milk and salt and mix well.
3. Dip bread in the egg mixture.
4. Melt butter in frying pan over heat.
5. Fry bread until golden brown on both sides.
6. Remove bread to plate and sift confectioner's sugar on top.

## IV TEACHER PREPARATION:

1. Place 4 slices of bread on table.
2. Place stick of butter on table.
3. Open box of confectioner's sugar.
4. Place carton of milk and two eggs on table.
5. Place salt shaker on table.
6. Assemble all ingredients and materials (4 plates, sifter, frying pan, spatula, small bowl, mixing spoon, measuring cup, measuring spoons, hot pad and hot plate) in the center of the table.

# SOUTHERN FRENCH TOAST

MATERIALS

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PROCEDURE

# SOUTHERN FRENCH TOAST LESSON PLAN

I OBJECTIVE:

To provide a cooking experience for children to enhance the development of their fine motor coordination.

II CONCEPT:

Fine motor coordination.

Varied learning activities as well as manipulative toys and materials should be provided to young children in order for them to develop their fine motor coordination.

Cooking with children is one of the experiences that can enhance the development of fine motor skills and eye-hand coordination in children. This can be best accomplished when children are actively involved in the preparation of ingredients as well as in the actual process of cooking.

III VOCABULARY:

1. French
2. Slice
3. Confectioner's Sugar
4. Sift
5. Golden Brown
6. Pour

IV APPROACH:

1. Show picture recipe to children. "Today, we are going to make 'Southern French Toast' for our breakfast.

2. Children identify items illustrated in picture recipe and match these items with the corresponding ingredients on the table. Allow each child to identify and match items with the actual ingredients on the table. Continue this activity until all items illustrated in the picture recipe are identified and matched with the actual ingredients.

3. Children prepare Southern French Toast.

Frame 1: "We are now ready to make 'Southern French Toast'. Looking at the procedure in the picture recipe what is the first thing we need to do?" (Break two eggs into a bowl.) Allow two children to break eggs into bowl.

Frame 2: "After breaking eggs into a bowl, what is the next step?" (Add milk and salt to the bowl and mix well.) Allow two children to measure ½ cup of milk, ¼ teaspoon salt and add to the egg mixture; ask another child to mix the ingredients.

Frame 3: Pointing to the third step, "What does the next picture tell us?" (Dip the bread in the egg mixture.) Allow each child to dip a slice of bread in the egg mixture and place it on a plate.)

Frame 4: "What is the fourth step?" (Melt butter in frying pan over heat.) Allow a child to turn on the hot plate and ask another child to measure two tablespoons butter and melt in frying pan.

Frame 5: "After melting the butter, what is the next step?" (Fry the bread until it is golden brown on both sides.) Allow children to have turns in placing a slice of bread on the frying pan and in turning the bread over to brown both sides. It may be necessary to add a little more butter to frying pan. "Be careful when you put your bread in that the hot butter does not get on you."

Frame 6: "What is the last step?" (Remove bread to plate and sift confectioner's sugar on top.) Allow each child to remove his slice of bread from frying pan and place on a plate. Allow each child to sift confectioner's sugar on top of his own bread slice.

4. Serve children Southern French Toast, a fruit juice and fresh milk for breakfast.

V SUGGESTED EXPANSION ACTIVITIES:

1. How bread is made.
2. Why do people eat bread?
3. Other ways of preparing or cooking eggs.
4. How confectioner's sugar is made.
5. Where does milk come from?
6. Nutritional value of milk.

EVALUATION FORM

Please answer each question and return this form to:

Alabama Head Start State Training Office
University of South Alabama
250 Bay Front Drive
Mobile, Alabama 36615

Thank you for your help.

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2. DATE LESSON PLAN WAS IMPLEMENTED.

3. HOW MANY CHILDREN WERE IN THE GROUP PREPARING THE RECIPE?

4. DID YOU FOLLOW THE LESSON PLAN? IF NOT, HOW WAS THE PLAN MODIFIED?
YES _____ NO _____

5. DID YOU FIND THE LESSON PLAN EASY TO FOLLOW? YES _____ NO _____

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